



Public Schools of North Carolina

House Select Committee on Education Strategies and Practices

NC Department of Public Instruction

Exceptional Children Division

Residential Schools

October 18, 2016

Part A:

Special Education Issues

William J. Hussey, Director
Sherri Vernelson, Section Chief
Exceptional Children Division
NC Department of Public Instruction



How are students with disabilities assessed academically?

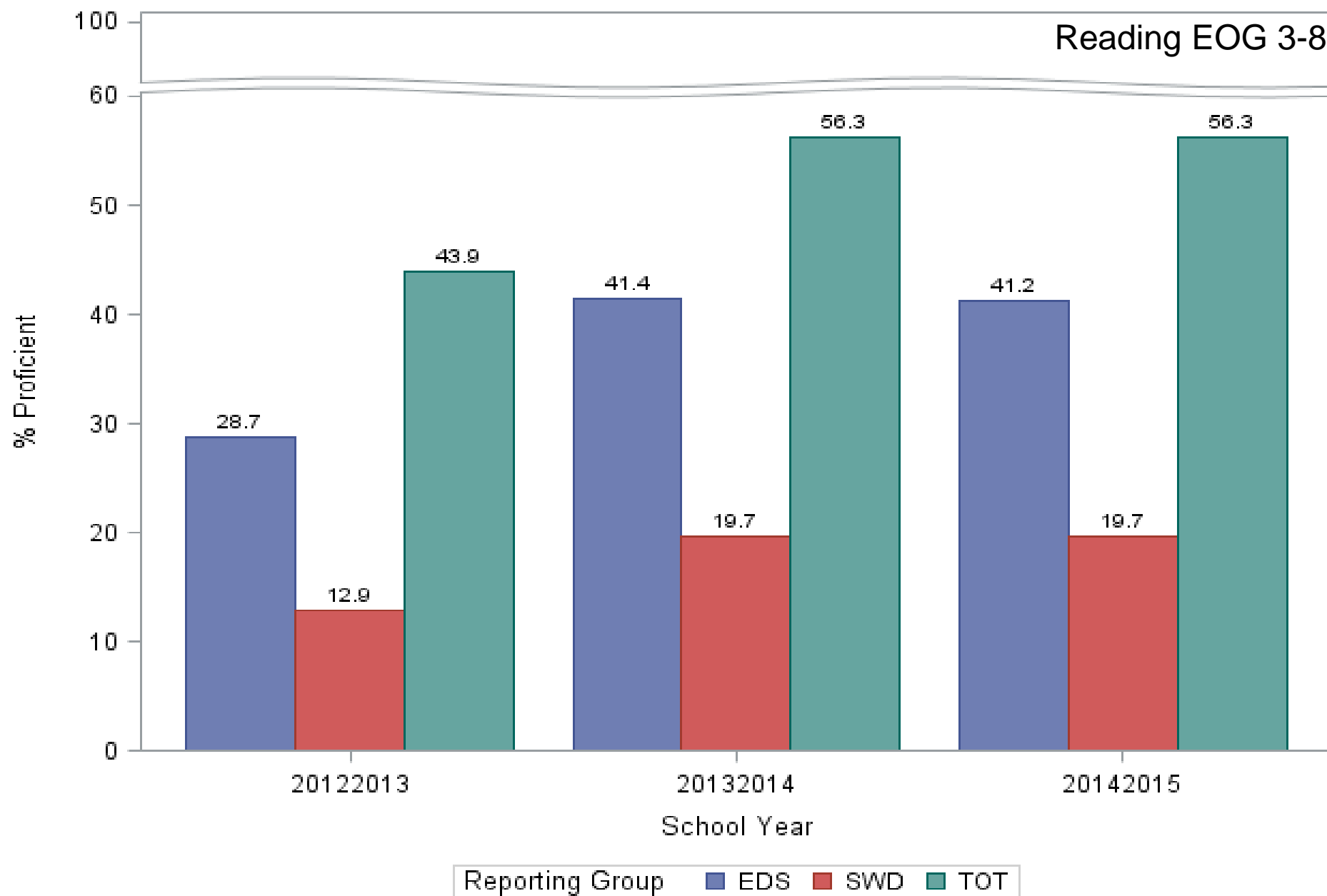


Assessments

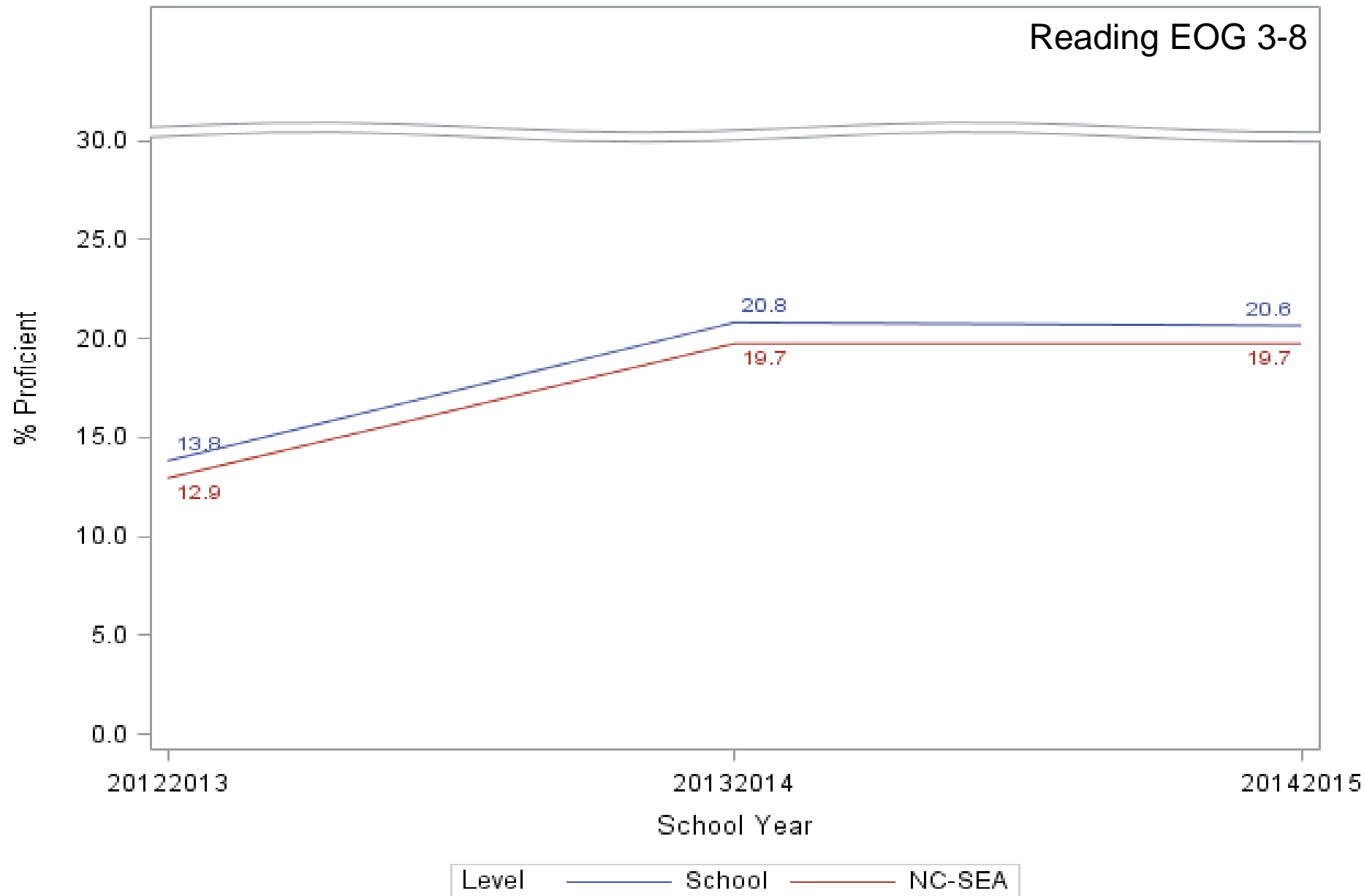
- End of Grade
- End of Course
- Beginning of Year Assessment
 - Read 2 Achieve-Amplify (DIBELS)
- K-2 Assessment
- LEA Initiated
 - Universal Screening
 - Benchmarks
 - Formative Assessments



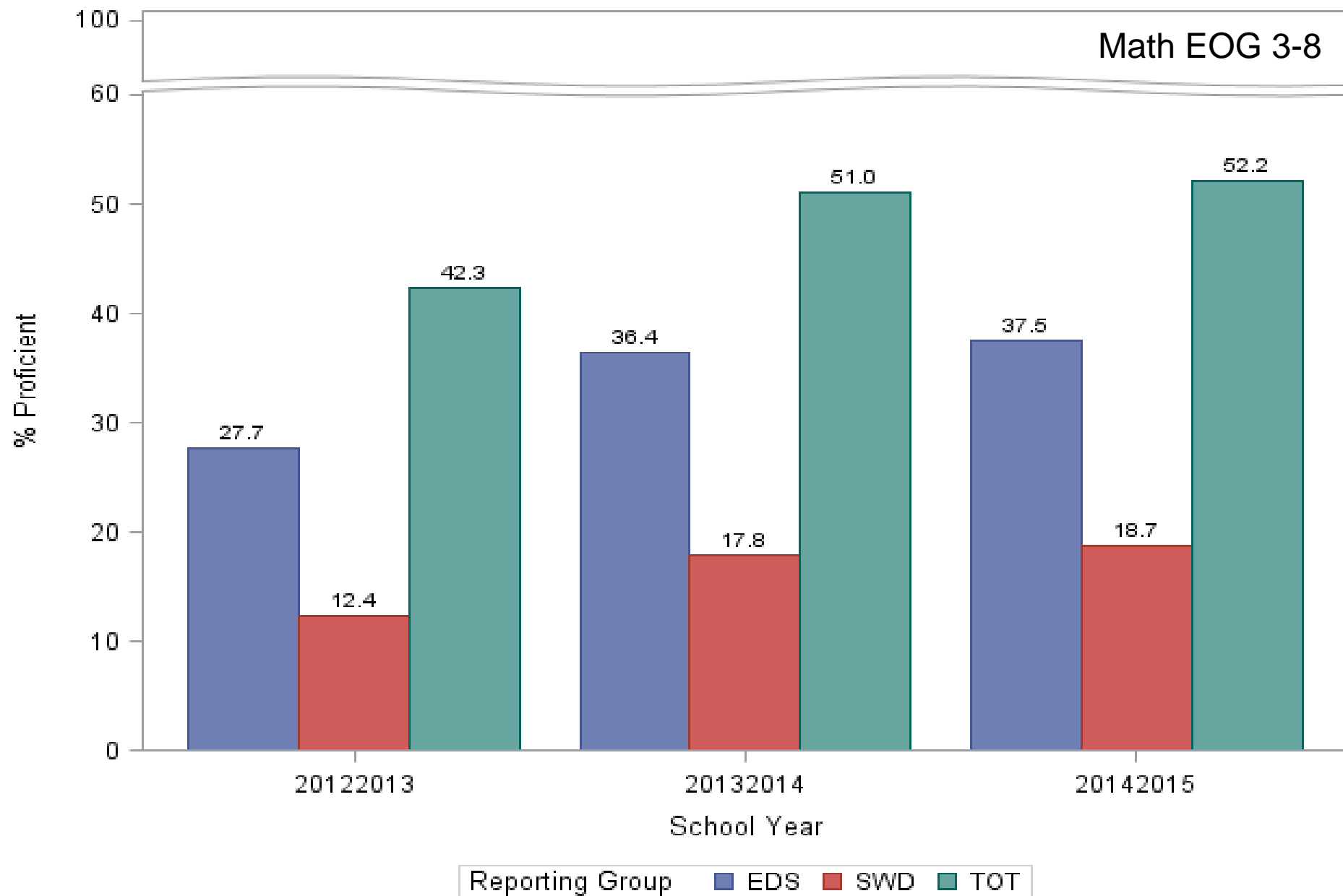
Reading EOG 3-8



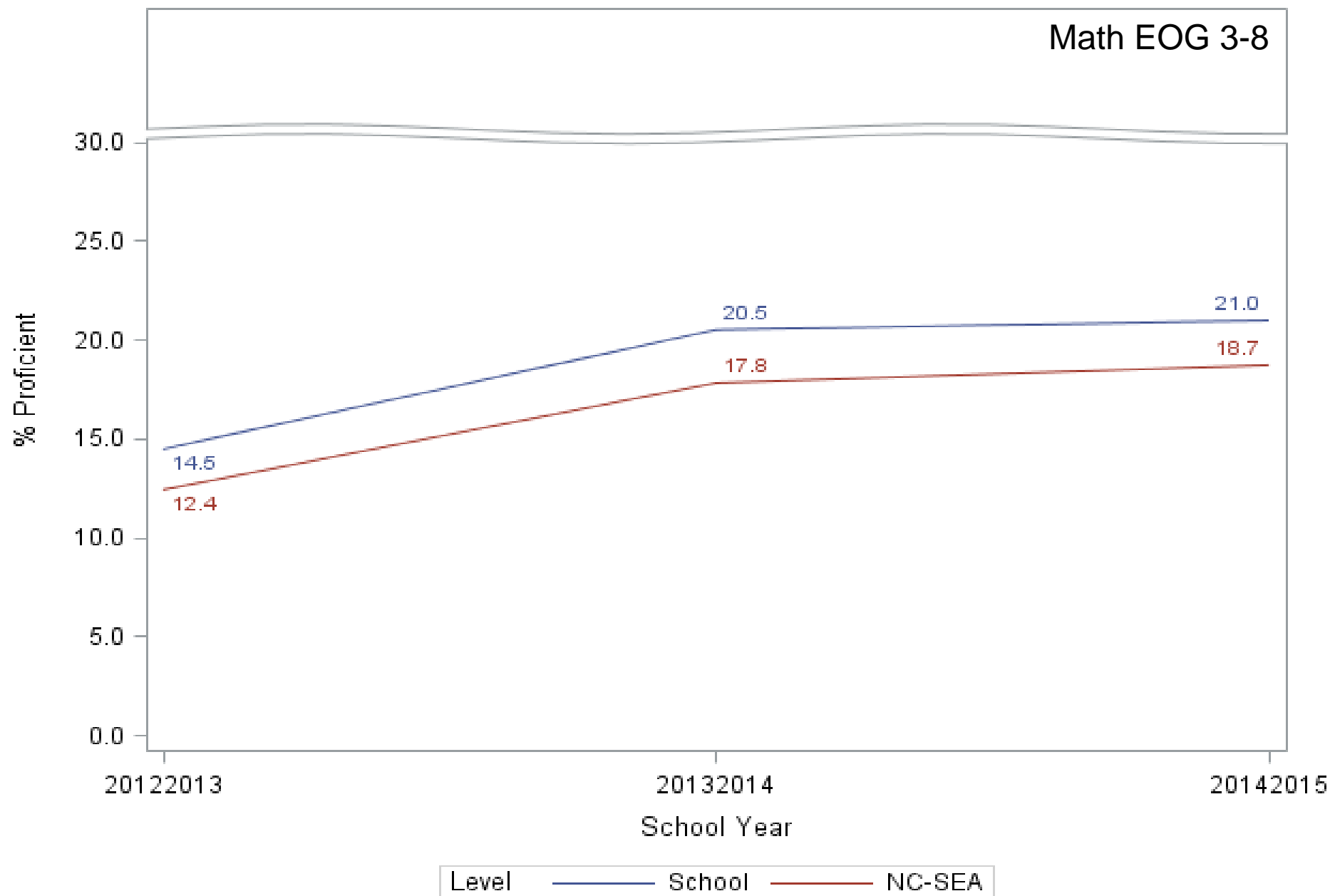
Reading EOG 3-8



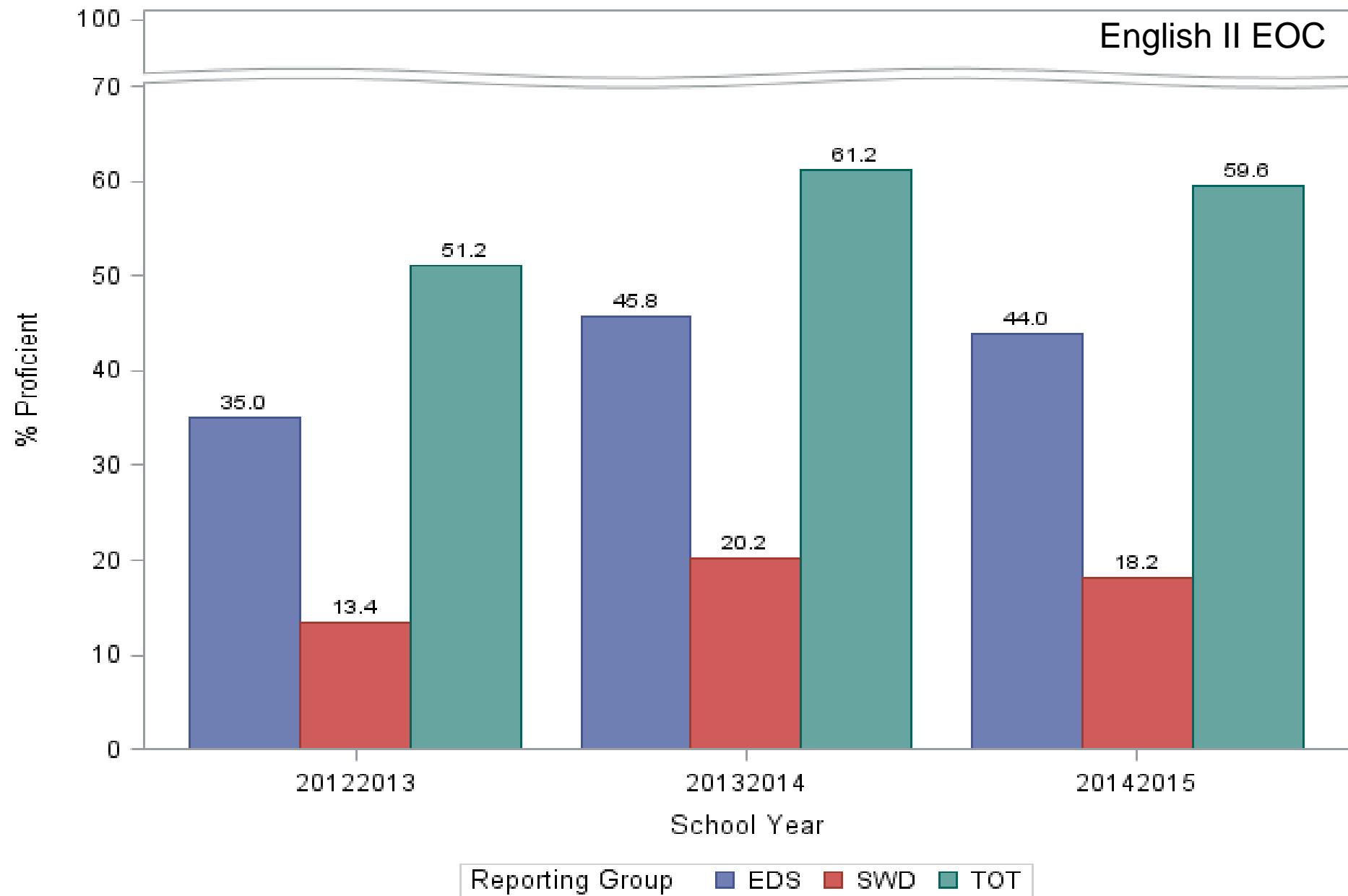
Math EOG 3-8



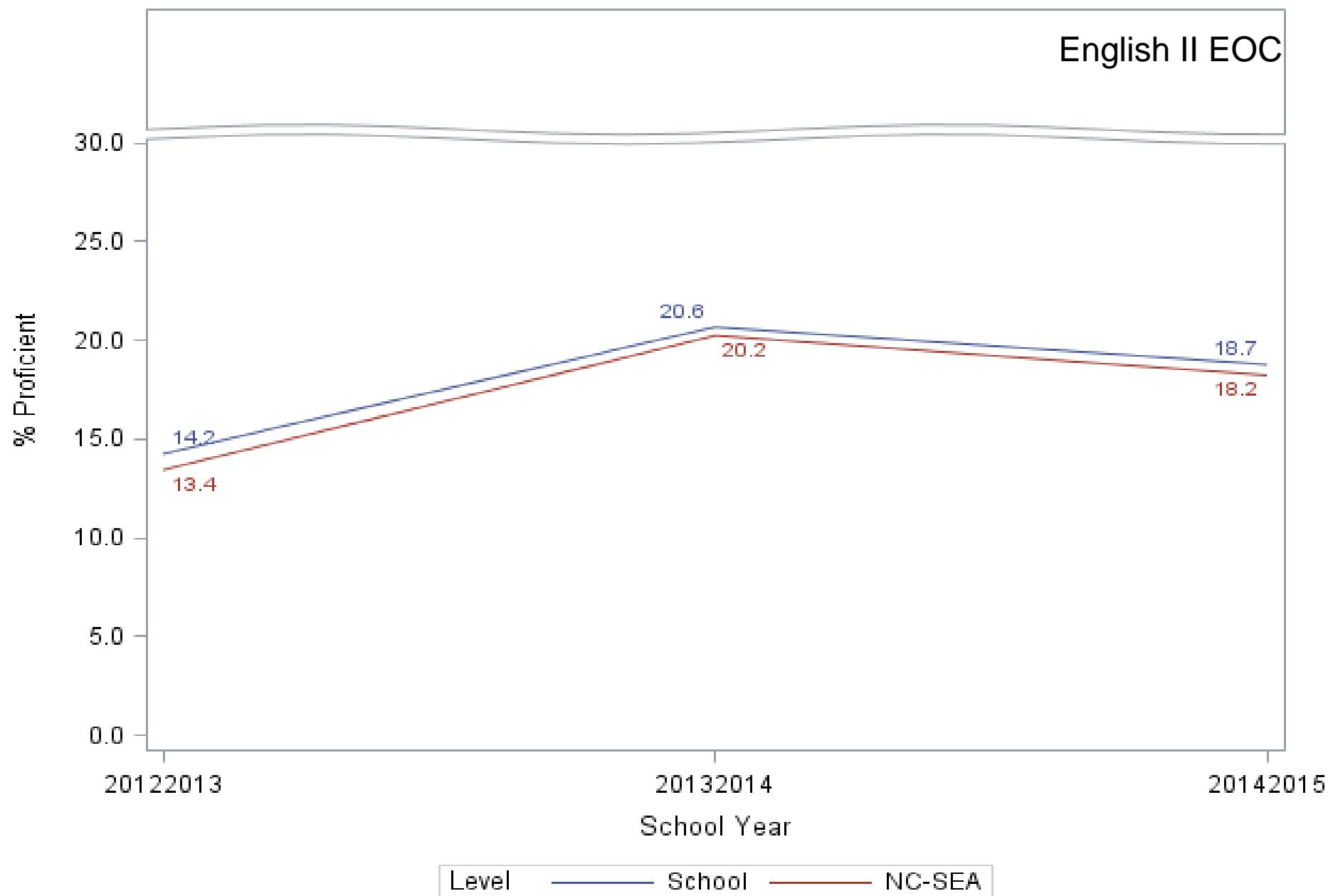
Math EOG 3-8

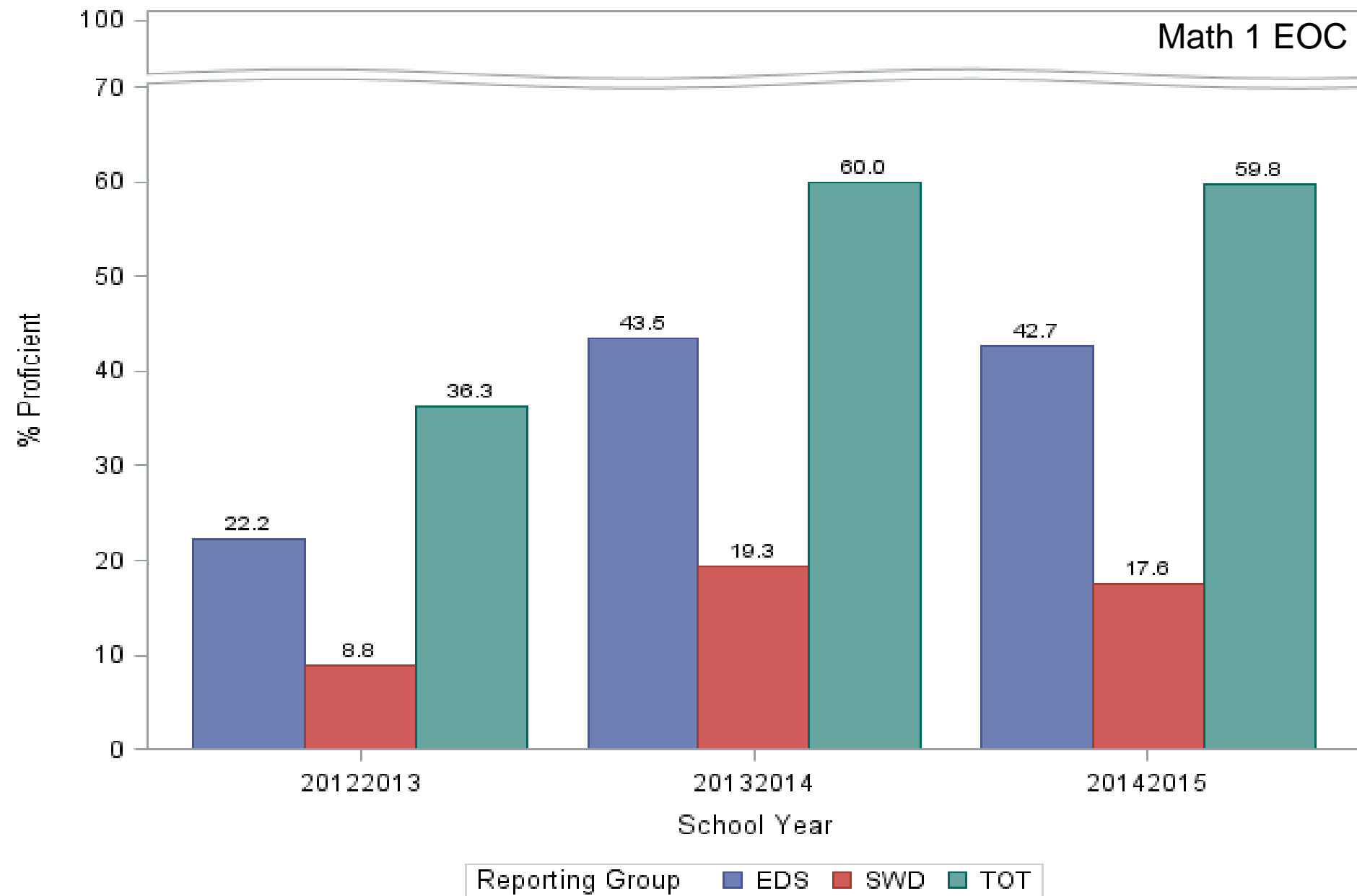


English II EOC

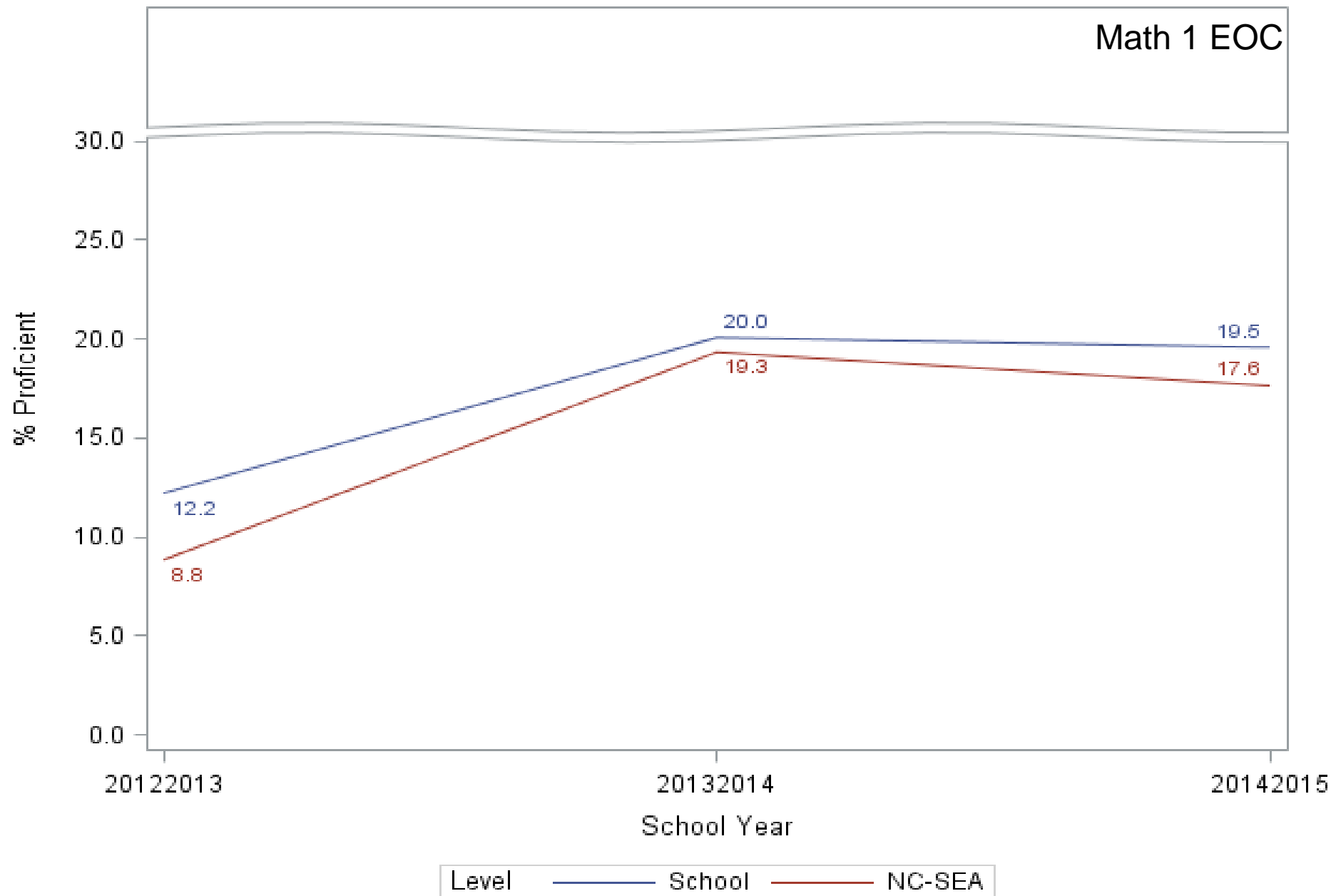


English II EOC





Math 1 EOC



**How is the assessment
information disaggregated by
type and severity of disability?**



Reading Proficiency Grades 3-8	DF Proficient Students	DF Non Proficient Students	DF % Proficient Students	DF % Non Proficient Students	HI Proficient Students	HI Non Proficient Students	HI % Proficient Students	HI % Non Proficient Students
SEP	2	11	3%	17%	18	37	2%	5%
HOM			0%	0%			0%	0%
REF	2	8	3%	12%	0	3	0%	0%
REG	5	10	8%	15%	137	403	17%	50%
RES	1	18	2%	28%	4	173	1%	22%
SPS	1	7	2%	11%	2	5	0%	1%
Grand Total	11	54	17%	83%	171	629	21%	79%



Reading Proficiency Grades 3-8	MU Proficient Students	MU Non Proficient Students	MU % Proficient Students	MU % Non Proficient Students	VI Proficient Students	VI Non Proficient Students	VI % Proficient Students	VI % Non Proficient Students
SEP	247	484	24%	47%	1	12	0%	4%
HOM	11	29	1%	3%	0	2	0%	1%
REF	10	30	1%	3%	2	10	1%	3%
REG	9	25	1%	2%	106	122	36%	42%
RES	13	54	1%	5%	1	34	0%	12%
SPS	48	67	5%	7%			0%	0%
Grand Total	339	690	33%	67%	112	180	38%	62%



Math Proficiency Grades 3-8	DF Proficient Students	DF Non Proficient Students	DF % Proficient Students	DF % Non Proficient Students	HI Proficient Students	HI Non Proficient Students	HI % Proficient Students	HI % Non Proficient Students
SEP	2	11	3%	17%	15	39	2%	5%
HOM			0%	0%			0%	0%
REF	0	10	0%	15%	0	3	0%	0%
REG	6	9	9%	14%	162	379	20%	47%
RES	3	16	5%	25%	16	161	2%	20%
SPS	2	6	3%	9%	1	6	0%	1%
Grand Total	13	52	20%	80%	202	598	25%	75%



Math Proficiency Grades 3-8	MU Proficient Students	MU Non Proficient Students	MU % Proficient Students	MU % Non Proficient Students	VI Proficient Students	VI Non Proficient Students	VI % Proficient Students	VI % Non Proficient Students
SEP	187	544	18%	53%	3	10	1%	3%
HOM	8	32	1%	3%	0	2	0%	1%
REF	7	33	1%	3%	3	9	1%	3%
REG	4	30	0%	3%	72	157	24%	53%
RES	7	60	1%	6%	3	33	1%	11%
SPS	37	78	4%	8%			0%	0%
Grand Total	250	779	24%	76%	83	211	28%	72%



How is assessment information used to improve education and services for students with disabilities?



Improve Educational Services

- LEA Self-Assessment
 - LEA Professional Development Plan
- Positive Behavior Interventions and Support
- Specially Designed Instruction and Progress Monitoring



Improve Educational Services

- State Personnel Development Grant
 - NC State Improvement Project
 - Reading Foundations
 - Math Foundations
 - Co-Teaching
 - Coaching
- Communication Plan Worksheet
 - Data Reports
- Low Vision Clinics



Part B:

Education Services for the Deaf and Blind



What services are required for students with Visual and/or Hearing Impairment?



Individualized Education Program (IEP)

- **Eight** mandated components for special education and related services (including supplementary aids and accommodations)
- Emphasis on access to and participation in the **general curriculum** and assessments
 - Research-based practices and evidence
 - Frequently-monitored levels of performance
 - Multiple measures of academic growth



**How are these services provided
to their constituent groups?**



Governor Morehead School for the Blind

Barbria Bacon, Director



Services

- Day and Residential Programs
- Parent Education and Support
- Assessments and Diagnostic Evaluations
- Therapeutic Services (audiology, OT, nursing, PT, psychology, psychiatry, speech)
- Professional Development



Curriculum

- Core Academics
- Expanded Core Curriculum
 - Compensatory academics
 - Orientation and mobility
 - Social interaction
 - Independent living
 - Recreation and leisure
 - Sensory efficiency
 - Use of technology
 - Career education
 - Self-determination



Implementation

- Connect with LEA's to allow access to the full array of services
- Follow/develop IEP's
- Ensure that instructional materials are in the appropriate media (braille/large print, electronic)
- Partner with other Schools for the Blind across the nation



Implementation

- Affiliate with teacher training programs (TVI's and O&M's)
- Employ and train specialized teachers
- Provide Specialized Instruction – adaptations and accommodations
- Arrange Specialized Setting and adapt to regular settings



NC School for the Deaf

Audrey Garvin, Director

Eastern NC School for the Deaf

Carter Bearden, Director



K – 12 Student Demographics

- Day 31%, Residential 69%
- 100% Free/Reduced Lunch
- HS 57% – MS 19% – Elementary 24%
- White 43%, Hispanic 24%, Black 21%, Asian 9%, Indian 1%
- Diploma 71% - Certificate 29%
 - 2016 NCSD Juniors
 - ACT Composite average 16.8 – NCSU Admissions 17
 - ACT Reading average 19 – NC 19.5
- Significant % Behavior Health Diagnosis*



Comprehensive Academic Program K – 12 – Professional Staff & Services

- Accredited – regional and national standards
 - Southern Association of Colleges and Schools, Conference of Educational Administrators of Schools for the Deaf



Comprehensive Academic Program K – 12 – Professional Staff & Services

- Licensed Educators & Professional Support Personnel
 - Dual certification in Deaf education and academic content for grade levels
 - Doctoral and National Board Certified Teachers
 - Specialists – Staff Psychologist, Social Worker, Audiologist, Speech and Language Pathologist, Occupational Therapist, Registered Nurse; Physical Therapist & Teacher of Visually Impaired – contractual
 - Consulting, contractual medical doctor and psychiatrist



High Standards – High Expectations

K – 12 Curriculum Rigor

- Project Lead The Way
 - National Standards in Engineering
 - VEX Robotics Teams
 - » 1st (MS) and 2nd (HS) place state champion
- NCSU – Biotechnology Department Instructors
 - Biotechnology Collaborative Learning Program



High Standards – High Expectations

K – 12 Curriculum Rigor

- Extended & Accelerated School Year (EASY)
 - Personal Learning Plans (PLP)
- ExCEL Academy – Excellent Experiences in Careers and Economic Literacy
 - NC 16 Career Clusters – weekly courses with field experiences



High Standards – High Expectations

HS 9 – 12

- NC Virtual Public School (on-line learning with Teacher of the Deaf on-site)
 - OCS, Senior & AP English
- National Technical Institute for the Deaf
 - four dual credit HS & college STEM courses



High Standards – High Expectations

Grades 9 – 12

- College and Career Promise
 - Community College Credit
- Young Adult Learn to Earn (YALE)
 - HS + College + Work + Independent Living
- STEAM Academy – Collaboration with Burke County, WPCC, NCSSM



Comprehensive Residential Program

K – 12

- Life Skills and Character Education Curriculum
- EASY PLP Collaboration with Academics
 - Monitors, guides, supports and/or assists students
 - Learning activities for remediation, instruction and enhancement
- Educational Field Trips
- Clubs and Student Body Government



Comprehensive Residential Program

K – 12

- Recreation & Athletics
 - City of Morganton & Charter School Leagues
- Interscholastic NCHSAA and Mason-Dixon Deaf Association
- YALE – in dorm apartments and 2 on-campus houses
- Hosting German Exchange Program, Deaf Academic Bowl, Mason-Dixon Tournaments & Western Region VEX Robotics Competition



What are the concerns about Pre-K programs for students with Visual and/or Hearing Impairments?



Early Intervention and Pre-K Programs: Governor Morehead School

- Services Provided
- Challenges



Early Intervention and Pre-K Programs:

NC School for the Deaf

Eastern NC School for the Deaf



Deaf and Hard of Hearing PreK Programs

- 2000

Discontinued residential schools' day programs in on-campus and regional outreach locations

- 2015

- April – EC Director, Residential School Directors and multiple agency representatives
 - 1st EC led conversation on “preschool program problem”
- August – PreK Deaf/Hard of Hearing Stakeholder Meeting
 - Purpose: to create a common vision to identify, prioritize and address issues for this population of students.



Deaf and Hard of Hearing PreK Programs

- ENCSD's 2015-16 & NCSD's 2016-17 Advisory Councils' Annual Reports to the State Board of Education
 - Priority: SBE endorse the reinstatement of preschool programs
 - Address and intervene with three – four year old children to remediate severe language delays
 - Support the continuation of services from early intervention to Kindergarten



Universal Newborn Hearing Screening and Intervention Program Grant

- Early Hearing Detection and Intervention (EHDI)
 - NC Department of Health and Human Services Division of Public Health
 - US Department of Health Resources and Services Grant to Close the Gap from Parent “Loss to Follow-up”
 - Eastern and Western Region Parent Liaison
 - Parent to parent sharing for support and education
 - All inclusive language choices
 - Mentorship from Deaf community including communication
 - Office location on ENCSD & NCSD
 - Strengthen the Continuation of Services for language development



State of the State: North Carolina ESDB Schools

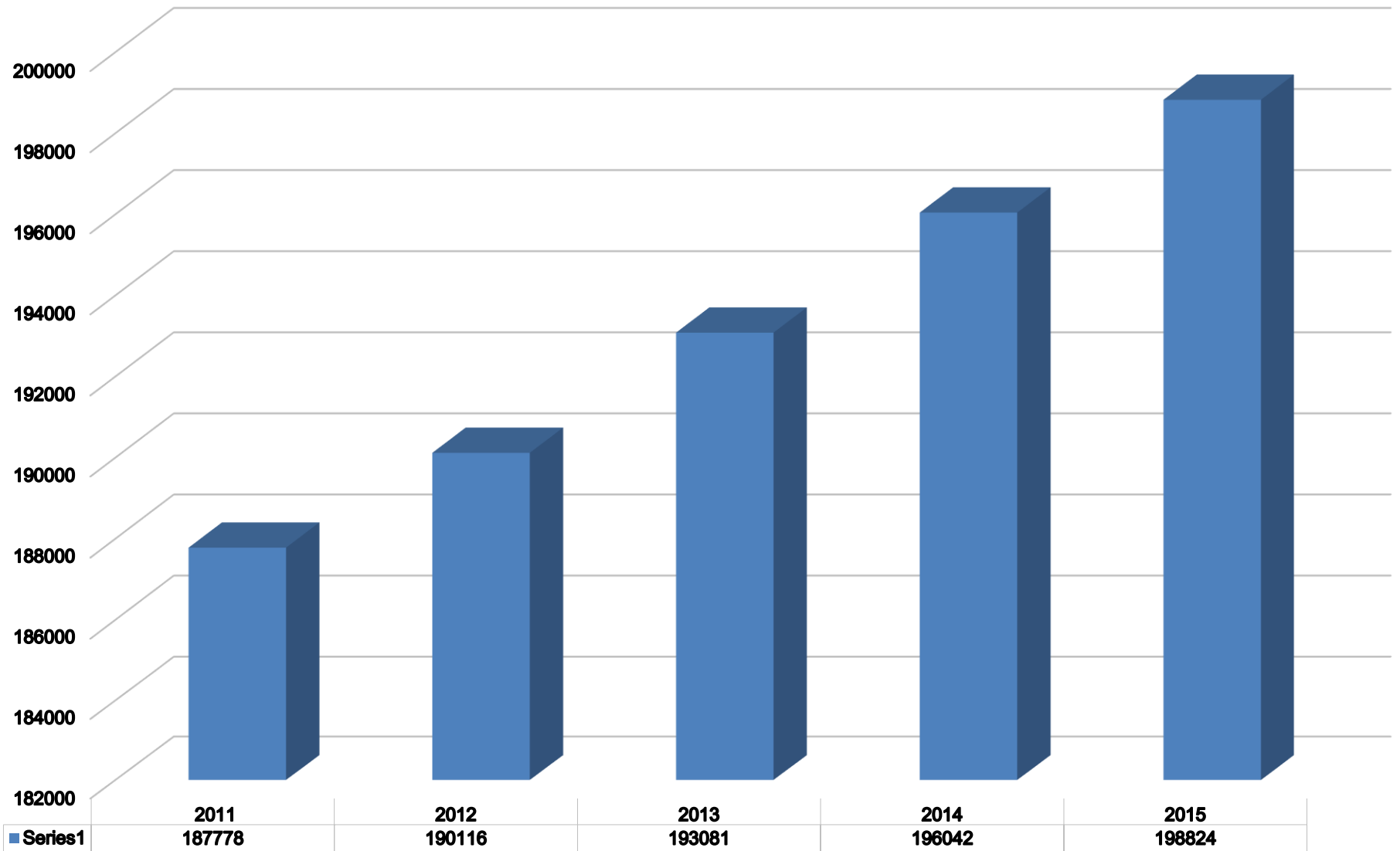
Adam Levinson, Chief of Staff
NC Department of Public Instruction



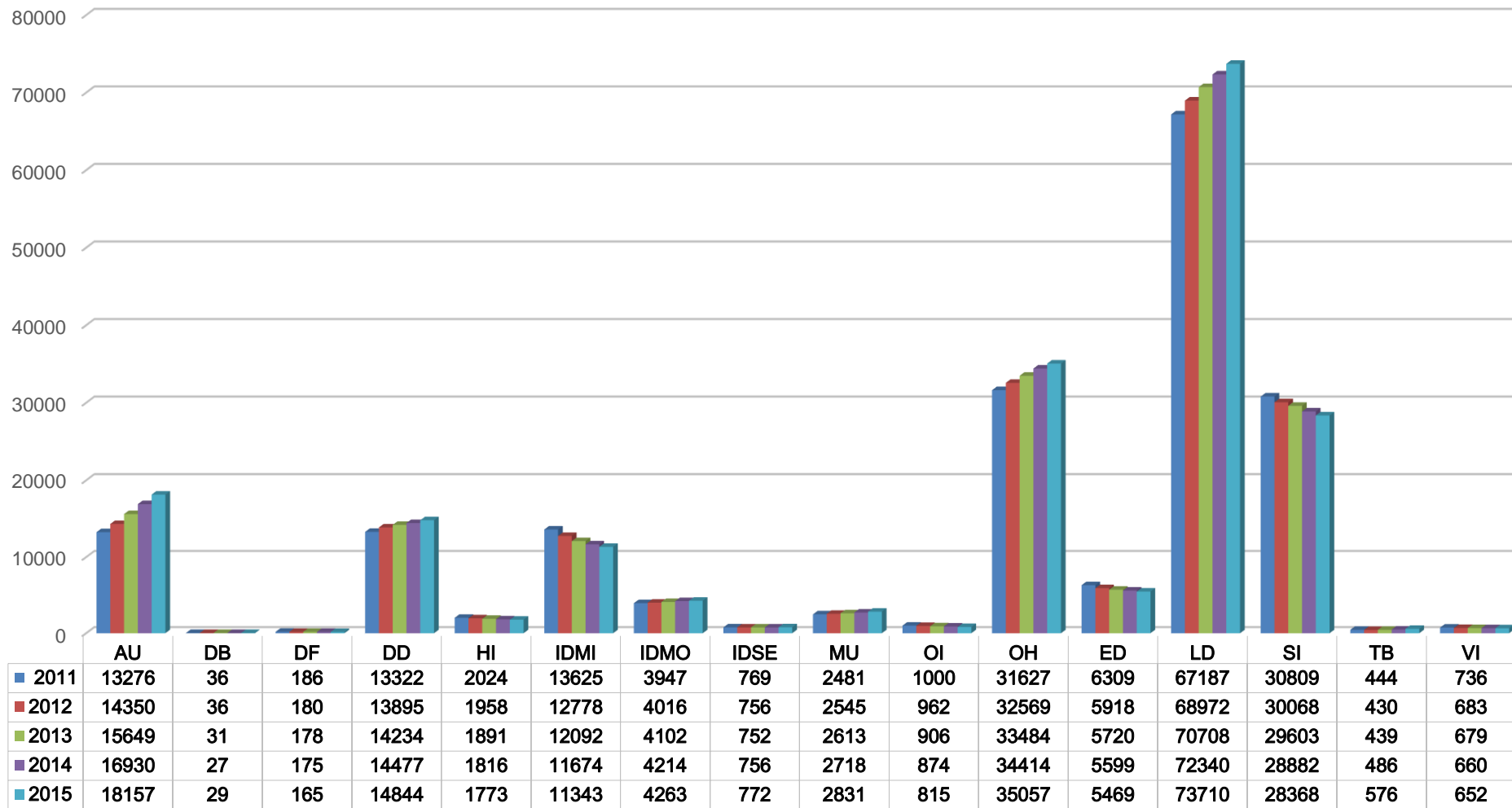
Part C: 12.5% Limit on EC Fund Allotments



December Child Count 2011-15



December 2011 - 2015 by Disability



2011 2012 2013 2014 2015

Overview on the patterns of identification by LEAs of students with disabilities over time, including trends outliers, and explanations.



Perspective from Two LEAs



Debbie Jennings

Director of Exceptional Children Services





BURKE COUNTY

Public Schools

Igniting Learning For A Brighter Future

- Served 2,146 students
 - 17.34% of the population based on April 2016 Childcount
- EC Population has remained steady
- Increase of 45 EC students from 2010 to 2016
- Average Daily Membership decreased by 942 students





BURKE COUNTY

Public Schools

Igniting Learning For A Brighter Future

- Multiple state agencies:
 - North Carolina School for the Deaf
 - J Iverson Riddle
 - South Mountain Children's Home
 - Broughton Hospital
- Three Level 2 group homes as well as multiple therapeutic foster placements
- Traditional foster placements:
 - South Mountain > 60 beds
 - Burke Co. DSS > 56 licensed beds



Public Schools of North Carolina

How does the 12.5% cap affect BCPS?

- 599 EC students not funded due to the 12.5% cap
- 4.84% of EC services funded from local dollars
 - due to the funding cap
 - creates an inequity on local commissions according to tax base
- If funded based on actual EC population
 - \$2,352,255 would have been available to serve EC students





Dr. Nellie P. Aspel
Director of Exceptional Children Services



Cleveland County Schools Demographics

- K-13 population: 15,284
- Total EC (PK – 13): 2,335
 - 15% of total school population
- Headcount without PK: 2,203
 - 14% of total school population
- PK Headcount: 132



Allotments 2016-2017

- PRC 032 – State: \$8,343,406.00
- PRC 060 – Federal School Age: \$3,299,423.00
- PRC 049 – Federal Pre-K: \$251,969.00

Per student state EC allotment:

- School Age: \$3,787.29 per student
- School Age and Preschool: \$3,573.19 per student



Labor Intensive



2016-2017
Budgeted Payroll:
\$12,556,536.00

The annual payroll for school-age and preschool staff is \$661,738.00 **MORE** than the state and federal funds received.





**Costs can not be considered in the
provision of special education!**



Funding Challenges

- Increase in intensity of needs
- Low incidence/high needs populations
- Contract costs
- Specialized transportation
- Instructional materials
- Limited Medicaid billing



Stretching Dollars

Push the limits of
class size and
case loads



Use outdated
technology
and software

Employ part-
time staff with
no benefits

Avoid replacing
“anything” until
has fallen apart



